



Evaluating the Educational Impact of Digital Storytelling through Student Perceptions

Ichi Ahada¹, Satyawaty Surya², Desi rusmawaty³, Istanti Hermagustiana⁴, Ida Wardani⁵

Universitas Mulawarman, Indonesia

ichiahada@fkip.unmul.ac.id¹, satyawatysurya@fib.unmul.ac.id², desirusmawaty@fkip.unmul.ac.id,

istantihermagustiana@fkip.unmul.ac.id⁴, idawardani@fkip.unmul.ac.id⁵

Correspondence author Email: ichiahada@fkip.unmul.ac.id

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Abstract

Digital storytelling can strengthen relations between participants (N. G. Davey & Benjaminsen, 2021; N. Davey & Moulton, 2020). This research intends to connect people around the world to build networking and collaboration to create stories but for the first step, the focus is intended to cooperate with students in the classroom to write a story together by combining ideas and creativity. Reading, writing, and sharing are the main activities conducted by participants. It is the participant's turn to read the previous paragraph, add another paragraph, and share it with the other participant. Since this research was intended to find out how students/participants' perceptions of experiencing digital storytelling, a quantitative approach was employed as the research design. Using digital storytelling to engage students in meaningful learning experiences is a useful strategy. It develops teamwork, creativity, and writing abilities. Students find the storytelling process more engaging and enjoyable when technology is used to improve it. The study's conclusions show that students view digital storytelling favorably because it inspires them to use their imaginations, work with others, and become better writers

Keywords: Digital Storytelling, student perception, learning experience, creativity, writing ability

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1. Introduction

Students studying in the era of technology usually use computers and mobile phones as their devices for learning equipment (Adele de Jager et al., 2017). They are a generation who are literate about advanced technology. Wherever and whenever they go, their mobile phones always accompany them. They will get into trouble if there is no internet connection, lose quota, or if they forget to bring their mobile phone. Even they prefer to play and communicate using computers and mobile phones than to interact with people in the real



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world (Asmayawati, 2023). In fact, advanced technology and communication have changed people's habits.

Applying technology in teaching and learning becomes a demand to be fulfilled by educators (Navila et al., 2023). In addition, research conducted by Alan, (2023) revealed teachers and students get a lot of valuable knowledge and information by searching and browsing through the internet. Time and distance do not become obstacles for people, they easily know news and information just by clicking the button. Students easily obtain knowledge by browsing various kinds of sources, life seems to become easy. Indeed, students do not need a teacher to learn. Asnas (2024) reported that they become independent learners. However, as educators, it becomes our responsibility to create good citizens who not only expertise to browse or search for something, but are also the ones who create the things (Ogunbukola, 2024). The students' competence to create something can be practiced to be productive by training their competencies (Mansfield et al., 2024). For language study, productive skill competence is attained from speaking and writing (Solissa et al., 2024). One strategy to train students to speak and write is through storytelling (N. G. Davey & Benjaminsen, 2021; Tanrikulu, 2022). Investigation by Adèle de Jager et al., (2017) describe to integrate this strategy with advanced technology is by creating digital storytelling. Digital storytelling was originally developed as a tool for community interaction, development, and empowerment. Digital storytelling is the practice of combining narrative with digital audio and visual content (Ramalia, 2023). Furthermore, selecting the audio and visual elements encourages creativity and metaphorical thinking. This can engage the audience and often evokes an emotional response (N. Davey & Moulton, 2020). According to Smeda et al., (2014) describe digital storytelling is an innovative pedagogical approach that can "engage students in deep and meaningful learning." Moreover, Alismail (2015) found that digital storytelling is an effective multimedia tool that supports teaching and learning while improving student motivation.



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Digital storytelling can strengthen relations between participants (N. Davey & Moulton, 2020). This research intends to connect people around the world to build networking and collaboration to create stories (Binjwair, 2023). In additional, for the first step, the focus is intended to cooperate with students in the classroom to write a story together by combining ideas (Navila et al., 2023) and creativity (Solissa et al., 2024). Reading, writing, and sharing are the main activities conducted by participants. In the classroom situation, the researcher groups the students in which there will be 5-8 students in each group. The students are given a label from number 1 until number 5-8, and then she assigns a task for students to write a story. Student number 1 will write one paragraph of the story first and share it with student number 2. Student number 2 reads and continues to write a paragraph of the story and shares it with student number 3. It will be continued until the story is finished. The researcher reminds the students to do their turn to write and share with the others in a condition that every student has one day opportunity to read previous paragraphs, write an additional paragraph, and share it with the other students. The researcher must organize and manage the activities run well.

The technology devices and application used to facilitate digital storytelling consists of computer or mobile phone, internet, Google Drive, Google Docs, and Google Form. The researcher facilitates the students by using Google Drive to store, open, and edit the file. The file is in the form of Google Docs to write and edit. Google Form is created to find out participants' perceptions of digital storytelling. By analyzing the results of participants' responses enables the researcher to describe the impact of digital storytelling in terms of their feelings involved in writing the story, their imagination, interest, cooperation, creativity, and writing ability improvement.

Furthermore, it is necessary to describe the application used to facilitate digital storytelling. It is important to expose the function and how to use Google Drive. Students can store your files securely and open or edit them from any device using Google Drive. Students get 15 GB of space in your Drive at no charge. Step 1: Go to drive.google.com on your



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computer, go to drive.google.com. Students will find "My Drive," which has: Files and folders you upload or sync, Google Docs, Sheets, Slides, and Forms you create. Step 2: Upload or create files. You can upload files from your computer or create files in Google Drive. Step 3: Share and organize files. Students can share files or folders, so other people can access, edit, or comment on them. To find files that other people have shared with you, go to the "Shared with me" section. Sign out of Google Drive.

<https://support.google.com/drive/answer/2424384?hl=en&co=GENIE.Platform=Desktop>
op.

Moreover, it is important to describe the function and how to use Google Docs. Google Docs is an online word processor that lets you create and format documents and work with other people. Step 1: Create a document. To create a new document: On students' computer, open the Docs home screen at docs.google.com. In the top left, under "Start a new document," click Blank. Students can also create new documents from the URL docs.google.com/create. Step 2: Edit and format. To edit a document: On students computer, open a document in Google Docs. To select a word, double-click it or use your cursor to select the text you want to change. Start editing. To undo or redo an action, at the top, click Undo or Redo. Students can add and edit text, paragraphs, spacing, and more in a document. Step 3: Share & work with others. Students can share files and folders with people and choose whether they can view, edit, or comment on them.

<https://support.google.com/docs/answer/7068618?hl=en&co=GENIE.Platform=Desktop>.

The researchers do a simulation to make sure that the procedures planned can be done efficiently and run smoothly. Researchers use Google Drive with the link <https://drive.google.com/drive/u/0/my-drive>. Researchers choose Google Docs by clicking the menu and start a new document by clicking the picture with + code or blank. After Google Docs is open with link https://docs.google.com/document/d/1wIMgicjU7_55ZuQow4QeBdsRgsv-M8mSPYZCDwtInHs/edit the researchers starts to give instructions and puts the copy of



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Cinderella's story in Google Docs. It is the first part of the story. Then invited participants to create the second part of the story. The first paragraph of the second part is written by the researcher to prompt the other participants to write the following paragraphs. The participants are free to create their own ideas and imaginations to complete the second part of the story. After the researchers write the first paragraph as the prompt, we clicks the share button at the top right side of the screen, gives a name, saves, shares a document, sets general access to anyone with the link, and changes the viewer into the editor. The Google Docs can be shared by copying the link and shares to the participants. Next, it is the participant's turn to read the previous paragraph, add another paragraph, and share it with the other participant. The following are the pictures of the Google Drive and Google Docs.

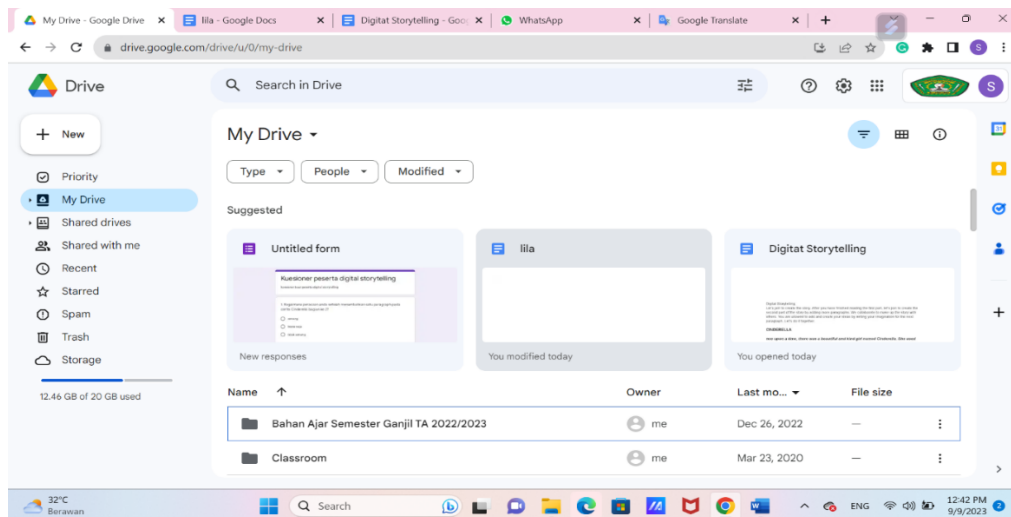


Figure 1. Google drive image



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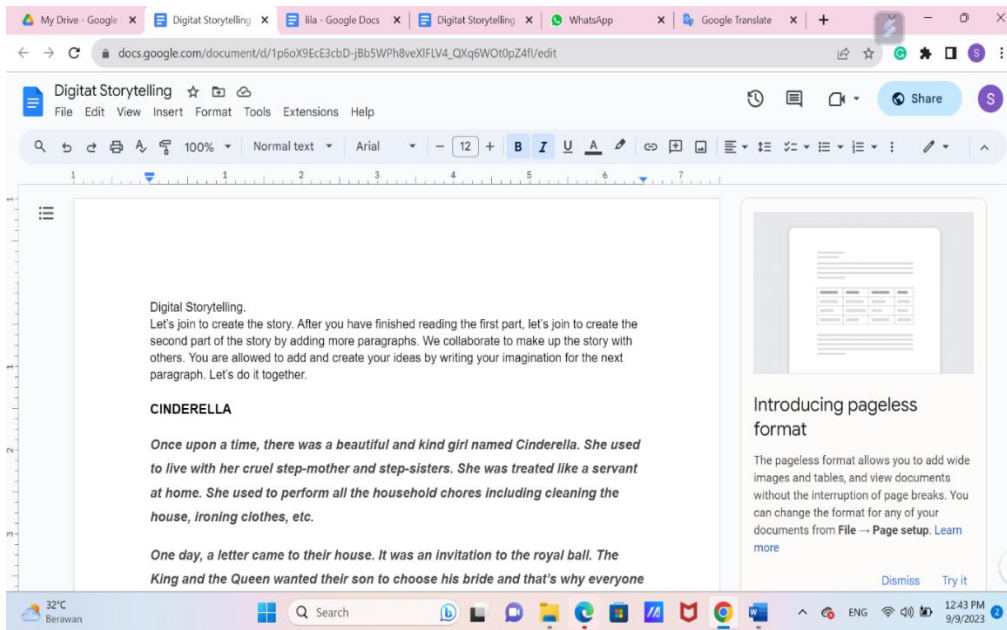


Figure 2. Google Docs

This research is intended to find the impact of digital storytelling to the participants who involved in writing the story. The researchers prepare and create Google Forms to make a questionnaire with six questions. There are three options to choose or 3 points with Likert-scale. The link to Google forms is as follows: https://docs.google.com/forms/d/13P_kk3kKOCOLYF_ONsB-9CjxUqmIZgq1Ga6iLaT1AGU/edit. The following is the picture of the Google Forms.



The screenshot shows a Google Form titled "Kuesioner peserta digital storytelling" (Questionnaire for digital storytelling participants). The form is displayed in a web browser window. The first question is: "1. Bagaimana perasaan anda setelah menambahkan satu paragraph pada cerita Cinderella bagian ke 2?" (How do you feel after adding one paragraph to Cinderella story part 2?). The response options are radio buttons for "senang" (pleased), "biasa saja" (just normal), and "tidak senang" (unpleased). The second question is: "2. Apakah kegiatan ini membuat anda berimajinasi atau membayangkan alur sebuah cerita?" (Does this activity make you imagine or visualize the plot of a story?). The form is currently in "Questions" mode, and the "Send" button is visible in the top right corner.

Figure 3. Google Form Questionnaire

This research hopefully gives concern on providing experience for students and participants to get beneficial during the process of learning. After they create their paragraph, they are asked some questions to search more about the benefits they got during the process of digital storytelling. Chen Hsieh & Lee (2023) describe that their responses show their perception of digital storytelling, it is expected the aim of the research is to find out how students/participants' perceptions of experiencing digital storytelling. The following are the questions asked through Google Forms to find students' perceptions.

1. Bagaimana perasaan anda setelah menambahkan satu paragraph pada cerita Cinderella bagian ke 2? Senang biasa saja tidak senang
(How is your feeling after adding one paragraph to Cinderella story part 2?
Pleased just normal unpleased)
2. Apakah kegiatan ini membuat anda berimajinasi atau membayangkan alur sebuah cerita?
Ya mungkin tidak



-
- (Does this activity make you use your imagination or imagine a plot of a story?)
(Yes maybe no)
3. Apakah kegiatan ini membuat anda jadi suka menulis?
Ya mungkin tidak
(Does this activity make you interested in writing?)
(Yes maybe no)
4. Apakah kegiatan ini memberikan manfaat untuk berkolaborasi atau bekerja sama dengan orang lain?
Ya mungkin tidak
(Does this activity give you benefit to collaborate or cooperate with others?)
(Yes maybe no)
5. Apakah kegiatan ini menumbuhkan ide baru untuk berkreasi?
Ya mungkin tidak
(Does this activity grow a new idea to be creative?)
(Yes maybe no)
6. Apakah kegiatan ini bisa meningkatkan kemampuan menulis anda?
Ya mungkin tidak
(Can this activity improve your writing ability?)
(Yes maybe no)

For a number of reasons, Cinderella is frequently selected for digital storytelling in educational settings (Rahiem, 2021). First, students are probably already familiar with the story because it is a well-known and cherished fairy tale (Tsakonas, 2019). They can interact with the story and concentrate on the digital storytelling process more easily as a result. This is relevant with previous research by Kamleitner et al., (2019) that Cinderella's tale has many rich themes, including kindness, tenacity, and transformation, all of which can spark thought-



provoking debates and interpretations. This enables students to use storytelling to explore difficult concepts and feelings. Cinderella is a compelling protagonist for students to examine in their narratives because she experiences substantial character development throughout the tale. Students can benefit from this by learning about narrative techniques and character development. Cinderella's themes and lessons are applicable in a variety of settings and cultural contexts. This promotes empathy and understanding in the students by enabling them to connect the story to their own lives and experiences. Students have a plethora of creative opportunities to experiment with digital tools and effects in their storytelling thanks to the magical elements in the story, such as the fairy godmother and Cinderella's transformation. This result is linked with an investigation by Nassim (2018) that all things considered, Cinderella is a flexible and captivating tale that gives students a strong basis for investigating the craft of digital storytelling.

2. Method

Since this research was intended to find out how students/participants' perceptions of experiencing digital storytelling, a quantitative approach was employed as the research design (Sullivan & Artino, 2013). The instrument used to find out the participants' perception was in the form of a questionnaire with 3 points Likert scale. The questionnaire contained students/participants' perceptions of their feelings involved in writing the story, their imagination, interest, cooperation, creativity, and writing ability improvement. All responses were calculated to find the mean score and the percentage of students/participants' perceptions on every aspect (Joshi et al., 2015). There were five participants involved in the research on digital storytelling. They came from different backgrounds of education and status.

3. Findings and Discussion

Further relevant study was conducted by (Apsari & Satriani, 2016; Baehaki, 2023; Okumuş, 2020; Suriaman et al., 2023; Tanrıku, 2022) found that using digital storytelling to narrate stories has improved students' word-for-word proficiency. The use of digital



storytelling was effective in getting students to pay attention to the lesson, according to study data (Alismail, 2015). The number of students participating in group projects and Q&A sessions in class has increased, which serves as evidence of this. Additionally, students now had access to more interesting conversation subjects. Digital storytelling resources are believed to be useful for enhancing cultural awareness and for use in private tutorial learning, which is pertinent to the study's topic (Yuniarti et al., 2022). These online learning resources, in the opinion of Zuhriyah (2023) increase students' motivation to learn. According to (LaFrance & Blizzard, 2013) the results showed that the folklore story produced by the materials were not restricted to instructional materials that focused on the use of technology in online classrooms. Fitri et al., (2022) conducted a further study which revealed that the term "digital storytelling" refers to a genre that includes various media such as still images, videos, animations, sounds, games, content for websites, and content for mobile devices. Using digital technology to collect media, all of these materials can be utilized for narrative purposes (Bhakti, 2020; Wijaya, 2023). The narrative will be relevant for students interested in teaching careers who need to understand how to develop and access the nature of the teacher (Adèle de Jager et al., 2017; Paramita & Utami, 2021). When this technique is used, it is said to be beneficial. Because creating media that inspires students is given so much importance in the teaching of digital storytelling.

The following findings show that digital storytelling is successful in inviting participants to collaborate and create a story. To search the results of the story, the readers can search this link:

https://docs.google.com/document/d/1p6oX9EcE3cbD-jBb5WPh8veXIFLV4_QXq6WOt0pZ4fl/edit?usp=sharing.

Furthermore, the following data shows participants' responses to the questionnaire given after writing their digital storytelling. The questions are as follows:

1. How is your feeling after adding one paragraph to Cinderella story part 2?
2. Does this activity make you use your imagination or imagine a plot of a story?
3. Does this activity make you interested in writing?



-
4. Does this activity give you benefit to collaborate or cooperate with others?
 5. Does this activity grow a new idea to be creative?
 6. Can this activity improve your writing ability?

The results show the percentage in responding to three options from one item with five responses:

1. Bagaimana perasaan anda setelah menambahkan satu paragraph pada cerita Cinderella bagian ke 2?
5 responses

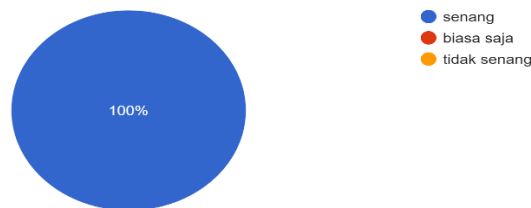


Figure 4. Result for question no. 1

2. Apakah kegiatan ini membuat anda berimajinasi atau membayangkan alur sebuah cerita?
5 responses

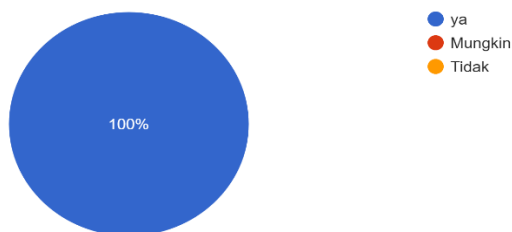


Figure 5. Result for question no. 2



3. Apakah kegiatan ini membuat anda jadi suka menulis?

5 responses

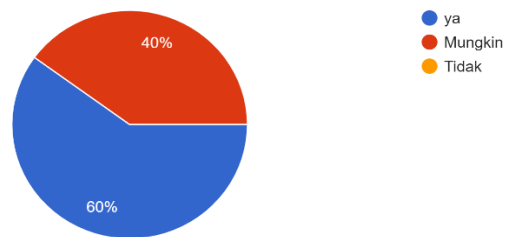


Figure 6. Result for question no. 3

4. Apakah kegiatan ini memberikan manfaat untuk berkolaborasi atau bekerja sama dengan orang lain?

5 responses

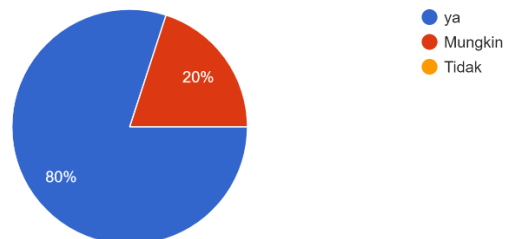


Figure 7. Result for question no. 4

5. Apakah kegiatan ini menumbuhkan ide baru untuk berkreasi?

5 responses

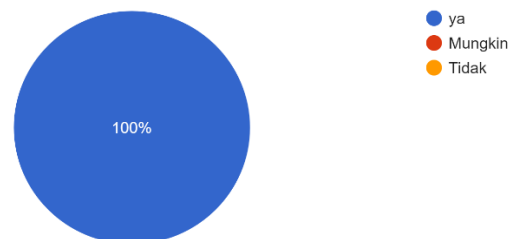


Figure 8. Result for question no. 5



6. Apakah kegiatan ini bisa meningkatkan kemampuan menulis anda?
5 responses

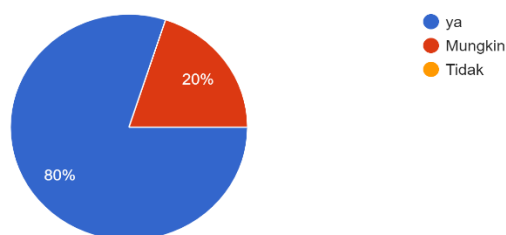


Figure 9. Result for question no. 6

Based on the data for question no. 1, all participants (100%) are pleased after adding one paragraph to Cinderella story part 2. For question no. 2, all participants (100%) think that these activities make them use their imagination or imagine a plot of a story. For question no. 3, 60 % of participants think that this activity makes them interested in writing. For question no. 4, 80% of participants think that this activity gives them benefit to collaborate or cooperate with others. For question no. 5, all participants (100%) think that this activity grows a new idea to be creative. And the last for question no. 6, 80% of participants think that this activity improve their writing ability.

Table 1. The following table shows responses to the questionnaire

No	Participant	Q No.1	Q No. 2	Q No. 3	Q No. 4	Q No. 5	Q No. 6	Mean
1.	Participant 1	3	3	3	3	3	3	3
2.	Participant 2	3	3	3	3	3	3	3
3.	Participant 3	3	3	3	3	3	3	3
4.	Participant 4	3	3	2	3	3	3	2,83
5.	Participant 5	3	3	2	2	3	2	2,50
	Total number	15	15	13	14	15	14	
	Percentage	100%	100%	60%	80%	100%	80%	



Finally, completing a paragraph to the Cinderella tale is a creative exercise that is entertaining and stimulating for participants, and it also serves as a model for the advantages of teamwork in data analysis tasks (Novitas-, 2012). In order to be innovative and successful in both data analysis and creative writing, it encourages participants to share their knowledge and skills, improve the caliber and accuracy of their contributions, and practice interdisciplinary thinking (Zhang & Liu, 2022).

4. Conclusion

Using digital storytelling to engage students in meaningful learning experiences is a useful strategy. It develops teamwork, creativity, and writing abilities. Students find the storytelling process more engaging and enjoyable when technology is used to improve it. The study's conclusions show that students view digital storytelling favorably because it inspires them to use their imaginations, work with others, and become better writers. Students' skills can be developed and they can be ready for the digital age by incorporating digital storytelling into the curriculum.

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